|  |
| --- |
| ☐ Listening ☐ Speaking ■Reading ☐ Grammar ☐ Writing |
| **Topic: Chess** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:Terry | Level:High Intermediate | Students:14 | Length:30 minutes |

|  |
| --- |
| Materials:White board and markerPreview for vocabulary , main textWorksheet #1 , 2Realia 🡪 Chess piecespick-up papers for SOS activity |

|  |
| --- |
| Aims:Ss will be aware of vocabulary for preview, keywords through T’s explanation, preview work sheet.Ss will be able to get the main idea by skimming the text and answering the concept questions.Ss will be able to find and get the detail idea of text by scanning and answering the individual work sheet.Ss will be able to speak and discuss with their group members and T through group working. |

|  |
| --- |
| Language Skills:Speaking : answering T’s questions, have a group work.Writing : making sentences in work sheet.Listening : follow up teachers guide, have a group work.Reading : read the text and work sheet. |

|  |
| --- |
| Language Systems:Lexis : vocabularies on preview and the text.Phonology : through learning the new vocabulary.Grammar : make the sentences on work sheet, T’s explanationDiscourse : reading and understanding the text. |

|  |
| --- |
| Assumptions:Ss will be able to skim and scan in reading activity.Ss will have some interests in Chess.If some of Ss are aware of the chess rules, it will be helpful.Ss will have very little background of history and geography. |

|  |
| --- |
| Anticipated Errors and Solutions:Ss can’t understand or follow up the vocabularies.🡪 T will give more time or explanations for whole class or individual.Ss can’t read or understand the text.🡪 T will give more time or explanations for whole class or individual. T will bring some pictures or realia. |

|  |
| --- |
| References:TOTS English reading for advanced students, Nopihi education co,. Ltd. |

|  |
| --- |
| **Lead-In** |
| Materials: pictures of chess game, realia |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole class |  | **Procedure:****Greeting**Hi, Everyone! How are you today?How was your weekend?**Eliciting**Please see these pictures.What is this?When did you meet or learn the chess game at first? How old were you at that time? How was your feeling? Was it fun?(if some Ss have, listen carefully)In your guess, when did the chess game start or come to our life? What about your opinions?OK, anyway, today we’ll talk about the chess game through our reading lessons. |

|  |
| --- |
| **Pre-Activity** |
| Materials: Vocabulary preview worksheet, white board and marker |
| Time | Set Up | Student Activity | Teacher Talk |
| 4 min5 min | IndividualWhole class | Working on vocabulary worksheetAnswering the questions and follow up | **Procedure:**T:I will pass out the first worksheet for vocabulary preview.(T gives Ss the worksheet.)There are 12 vocabularies for text reading.Read carefully and fill in the blanks by the number which one you think the right meaning.I will give you 4 minutes.(Monitor discreetly.)**CCQ**What are you supposed to do?How much time do you have?T:Do you guys need more time?(If Ss need more time, give 30 seconds more.)T:OK, here we go.The first one, “to limit or control the size, amount or range of something”, everyone, what’s your opinion? (Listen carefully Ss answer. If most of Ss say the right answer “restrict”, T will go to have more explanation about the word. If there are some Ss with wrong answer, T will give a question why the Ss thought about the answer. And then T will give more explanation and guide the Ss. Be careful, Ss with wrong answer should not be shy or ashamed of. T must kind and generous.)**Instructions**Given sentences, answers and explanations go on. There should be additional explanations some words.1) conquer / invasionMeaning of invasion include more concentrating on “entering”, start to attack or enter by force into another country.“a foreign army enters it by force.”However, meaning of conquer include just kind of results or ending. Attacking or entering or taking away their government power from another company by force. And this word have the meaning of “overcome”.2) object / objectiveObjective is little more formal words.And meaning of “disinterested” in adjective use. “selflessly, no private motive.”3) preciselyExactly, correctly, apparently, accurately4) defeatMake someone fail to win, loseNot the meaning of just “lose” or “fail to win”, “fall”.The important thing is “make” someone lose. The opposite is “be defeated”.5) alternateWhen you alternate two things, you keep using one then the other. When one thing alternates with another, the first regularly occurs after the other.i.e ) work on alternate days6) stipulateIf you stipulate a condition or stipulate that something must be done, you say clearly that it must be done.In agreement, legal documents, Stipulate the terms , the conditionsDefine, lay down.7) conjectureKind of formal word.A conclusion that is based on information that is not certain or complete.“hazard a conjecture”, idioms, have a very rough guess.Guess, suppose, speculation.**CCQ**Do you have rough or good understanding of new words?Is there any question? |

|  |
| --- |
| **Main Activity** |
| Materials: main text, work sheet  |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min8 min | Whole classGroup | Reading the textGroup discussion | **Procedure:**- Main reading activityT:OK, I will pass out the main text for reading.Please read the whole text individually, thinking of the main idea. I will give you 3 minutes.**CCQ**Who do you work with? Alone or partners?How much time do you have?- After 3 minutes, T will guide the group work.T:Did you finish reading the text?Were there any difficulties or questions about the text?Under the text, I will give you 3 questions regarding the article understanding.Discuss with your group members.I will give you 4 minutes.(Monitor discreetly.)**CCQ**Who do you work with? Alone or group members?How much time do you have?**Instructions**After 4 minutes, T will ask the answers for each group. Have Question for whole things or 1 question for each group.Will have a discussion about questions and evaluate the level of understanding.Some of Ss cannot understand or follow up the flow of text, T will give more explanation and guidance. |

|  |
| --- |
| **Post Activity** |
| Materials: Work sheets, board and marker, pencils |
| Time | Set Up | Student Activity | Teacher Talk |
| 4 min4 min  |  | Group talking, activity | **Procedure:**T:There is another worksheet for our group activity.Read and follow up the questions on work sheet. In part B questions, please do NOT look at our main text, below sentences are on main text originally, just organize by yourself and your group members.First, solve the problem individually and share or discuss with group members. I will give you 4 minutes.(Monitor discreetly.)**CCQ**Who do you work with? Alone or group members?How much time do you have?**Instructions**T ask Ss to come up in front of class and fill in the blanks on the white board. All of part A and B.and match/ check up with whole class.**Wrap-up**OK, we complete the whole materials for today class.Thanks for your participation.Are there any questions?Good, have a nice day, see you tomorrow. |

|  |
| --- |
| **SOS Activity** |
| Materials: work sheet #2, pick-up papers |
| Time | Set Up | Student Activity | Teacher Talk |
|  |  |  | **1. Work sheet #2****Instructions**T has work sheet #2, which is also related the text and whole understanding.Will proceed individually or group work.**2. Game of personality / personal history.**T prepared the pick-up papers for the game.Pick-up papers have 4 types below. And Ss should pick up the paper, follow their random choice. Share with group members, and whole class.- King: have you ever been a king in your life? Or do you want to be someone’s king?- Bishop : what was the greatest departure from your life? Or hope so anything right now?- Rooks : what is the most frustrating and difficult thing in life right now?- Pawns : have you ever lived to go just straight? Like a racehorse. What and why? |